Supplemental Guide

How to Use the Text Dependent Questions Shift Kit

Illinois State Board of Education

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Supplementary Notes for How to Use the Illinois State Board of Education Text Dependent Questions Shift Kit

This supplementary guide is to be utilized in conjunction with the Text Dependent Shift Kit designed by ISBE. The PowerPoint presentation was created to facilitate the process of explaining the components and uses of the kit.

As the shift kit is opened, the sections include: **Critical Direction, PowerPoints**, **Research Articles,** and **Handouts**. Although it is encouraged to go through every item with a staff or individuals, the kits are designed for users to select sections that will best suit the needs of a school or district. This allows a professional developer, administrator, teacher leader, or teacher to differentiate their learning.

The **Text Dependent Questions Shift Kit** is designed for each section to stand alone. However, using all the items of each section provides a richer and deeper comprehension. Repetition of some ideas may appear.

A suggested starting point for all learners is to read the **Critical Direction** section which includes definitions and guidance from the International Reading Association.

Supplemental Guide on How to Use
The Text Dependent Questions Shift Kit
Table of Contents

This guide serves as a supplement that could assist a presenter or leader as they are sharing items and resources from the Text Dependent Questions Shift Kit provided by the Illinois State Board of Education. All notes and questions contained in this guide are also listed on the How to Use the Text Dependent Questions Shift Kit PowerPoint.

- Webb's Depth of Knowledge Chart
  http://dese.mo.gov/divimprove/sia/msip/DOK_Chart.pdf

Book Titles, pg.14

Where to Begin

The range of familiarity and depth of understanding of each shift varies among educators.   The kits have been designed to provide a facilitator leading individual teachers or an entire staff through the concepts of the actual shift in instructional practice. The content of the kit is not designed to give a list of strategies to employ or a checklist of practices that state what has been taught. Rather, it is the goal of the kit to define the shift in thinking and practice so that the true spirit and intentions of the CCSS and the College and Career Readiness Standards are reflected in classroom instruction.

The facilitator might begin by answering the following questions:

1. Are you responsible for facilitating a small grade level team or a large group?

2. What is the group's level of understanding or familiarity with CCSS?

3. Will you focus on one particular shift or discussion point within a shift and how will you determine what the critical information is to highlight?

4. What will be your approach to addressing or working through all the shifts?

5. How will you measure the understanding of participants' growth in knowledge?

The kits are designed for informational purposes only and not as an evaluation tool.

Suggested Outcomes for Classroom Teachers and Goals for Facilitators

Below are some key statements that participants should have as measured goals after working with a facilitator and the Text Dependent Questions Shift Kit. Participants should have the following critical understandings of the shift kit defined and clearly outlined for a strong knowledge base of text dependent questioning development. It will be up to the facilitator to decide which portion of the kit will best express these for their particular group.

These outcomes for teachers are placed here to help guide the facilitator's use of the shift kit and understanding of the key ideas that need to be translated to participants.

The goal for the facilitator is to have all participants agree with the following:

1. I have increased my knowledge and understanding of text dependent questions.

2. My knowledge and understanding of text dependent questions, and systematic questioning that draws students deeper into the text, has expanded.

3. My knowledge and understanding of how to engage students in higher levels of critical thinking has been extended.

4. I have been exposed to additional resources and books for text dependent questions available through ISBE and a variety of other states and websites.

5. I fully understand the connection of text dependent questions as they align with the PARCC model of assessments and the CCSS.

6. I feel comfortable adding text dependent questions into my everyday planning.

Critical Direction

The International Reading Association provided documentation to address specific literacy issues related to the implementation of the Common Core State Standards. This document entitled "Literacy Implementation Guidance for English Language Arts" focuses on issues that have proven to be especially confusing or challenging to implement. These guidance statements represent a consensus of experts in the literacy field.

The intent is to support leaders and teachers as they implement the English Language Arts College and Career State Standards. The summary of recommendations from the article for each area is as follows:

Challenging Texts:

Do not increase levels of texts used in reading lessons in Kindergarten and 1st grade.
Instruction across the school year needs to involve students in the reading of texts written at a variety of levels.
Teachers need professional learning opportunities to be able to provide adequate scaffolding and support for student reading of complex texts in grades 2-12 and listening to complex texts in Kindergarten and 1st grade.

Foundational Skills:

Early, systematic, and explicit teaching of the foundational reading skills is required.
During the K-2 years, teaching of all aspects of English Language Arts should take place simultaneously and be coordinated.

Comprehension:

Engage students in reading high-quality texts closely and critically.
Teach research proven reading comprehension strategies using gradual release of responsibility approaches.
Guide students to apply strategies when reading particularly challenging texts.

Vocabulary:

Study all strands of the standards for references to vocabulary development.
Plan for vocabulary development across the school day in all subjects.
Provide instruction in word-solving strategies as well as teaching individual words.

Writing:

Provide opportunities for students to write in response to reading across the curriculum.
Provide research opportunities that involve reading both print and digital texts, and that require writing in response to reading.
Teachers will need professional development in teaching students how to write the types of texts required in the CCSS. This professional development should include teachers doing their own writing, as well as analyzing annotated student writing.

Disciplinary Literacy:

Involve content area teachers in teaching the disciplinary literacy standards.
Teach students the literacy strategies that are pertinent to each discipline.
Provide appropriate professional learning opportunities for teachers in the literacy practices appropriate for their disciplines.

Diverse Learners:

The CCSS require equal outcome for all students, but they do not require equal inputs. Vary the amounts and types of instruction provided to students to ensure high rates of success.
Monitor student learning and provide adjustments and supplements based on that information.

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Critical Direction (cont.)

The CCSS for reading strongly focus on students gathering evidence, knowledge, and insight from what they read. Eighty to ninety percent of the Reading Standards at each grade require text dependent analysis; therefore, aligned curriculum materials should have a similar percentage of text dependent questions. Listed below is "A Guide to Creating Text Dependent Questions" in a condensed version. The information below can be found at the Student Achievement Partners website by choosing the complete guide: http://www.achievethecore.org/ela-literacy-common-core/text-dependent-questions. Other resources available at the link that may assist teachers or the facilitator are "Checklists for Evaluating Question Quality" and Sample Lessons with Text Dependent Questions.

While there is no set process for generating a complete and coherent body of text dependent questions for a text, the following process is a good guide that can serve to generate a core series of questions for close reading of any given text.

1. As in any good reverse engineering or "backwards design" process, teachers should start by identifying the key insights they want students to understand from the text—keeping one eye on the major points being made is crucial for fashioning an overarching set of successful questions and critical for creating an appropriate culminating assignment.

2. The opening questions should be ones that help orientate students to the text and be sufficiently specific enough for them to answer so that they gain confidence to tackle more difficult questions later on.

3. Locate key text structures and the most powerful academic words in the text that are connected to the key ideas and understandings, and craft questions that illuminate these connections.

4. Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections (these could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences).

5. The sequence of questions should not be random but should build toward more coherent understanding and analysis to ensure that students learn to stay focused on the text to bring them to a gradual understanding of its meaning.

6. Take stock of what standards are being addressed in the series of questions and decide if any other standards are suited to being a focus for this text (forming additional questions that exercise those standards).

7. Develop a culminating activity around the key ideas or understandings identified earlier that reflects (a) mastery of one or more of the standards, (b) involves writing, and (c) is structured to be completed by students independently.

PowerPoints

We next arrive at the PowerPoint section of the kit.

First listed are PowerPoints from the Oregon Department of Education.

The K-5 and 6-12 PowerPoints include facilitators' guides, handouts, and a reflection activity. The tools listed allow for in depth discussion with learners in all grouping configurations and at all levels of readiness to implement the CCSS.

Next listed is a PowerPoint from Student Achievement Partners.

Student Achievement Partners has developed a site that houses several tools designed to assist with supporting professional development of the CCSS. One of the presentations available is Text Dependent Questions. Although it is included in the printed version of the shift kit, resources may be obtained by visiting www.achievethecore.org and selecting "ELA/Literacy Tab" at the top of the site. From the midsection of the site, select: "Are you Doing the Core" section. Scroll down to the "Text Dependent Question Resources" and select view details.   Scroll to "Understanding Text Dependent Questions" and select the module. There are several resources included in the module to assist however, the PowerPoint is especially helpful.

Research

Articles contained in this section are available for download or for purchase by contacting the journal cited and following copyright protocol set forth by the journal publication. In the case that a link is provided, a onetime personal educational use copy may be made as long as the use aligns with the journal publication's copyright laws or the creator's copyright requests. In no way are any of the articles listed here to be used for profit, sold, or copied in quantities.

Listed next are the titles of articles in the Research section of the kit. The articles are listed with a culminating question underneath. This question should be answered at length after reading each article. What follows are other questions that might be utilized in small group discussions or as reflective independent study questions.

1st Article: Fisher, D. & Frey, N. (2012). Engaging the adolescent learner: Text dependent questions. *International Reading Association E-ssentials.* http://www.missionliteracy.com/page78/page72/assets/FisherFrey%20Text%20Dependent%20Questions%20April%202011.pdf

Key Question: How do text dependent questions differ in literature and informational texts?

Some other questions that might be considered for further discussion in a small or large group with this article follow:

1. How might you already be using text dependent questions described in this article?
2. How might you adjust your current classroom practices to reflect the types of questions described in this article?
3. Which strategies from the article do you plan to implement?

2nd Article: Fisher, D. & Frey, N. (2012). Text dependent questions. *Principal Leadership, 13*(1), 70 -73. http://www.principals.org/Content/158/pl_sept12_instructldr.pdf

Key Question: What kinds of effective questions require students to delve into a text to find answers?

Further questions to discuss with group members might be the following:

1. What are some examples of text dependent questions?

2. How do text dependent questions prompt critical thinking?

Research (cont.)

3rd Article: Raphael, T. E., & Au, K. H. (2005). QAR: Enhancing comprehension and test taking across grades and content areas. *The Reading Teacher*, *59*(3), 206-221.
http://schoolriseusa.com/SRPublic/researcharticles/QAR.pdf
Key Question: How can Question Answer Relationships (QAR) become a framework for comprehension instruction?

The following questions can be solicited for further discussion after reading the article.

1. QAR has become a widely used term that may not have a common understanding among practitioners. Have participants discuss their definitions of QAR before reading the article and share any differences in their definitions after reading the article. Are their differences?

2. How can QAR's be developed for the classroom?

3. How can a classroom teacher organize comprehension instruction through QAR?

Handouts

The next section is Handouts.

Handout #1:   Revised Bloom's Taxonomy Question Starters

This handout is a listing of Bloom's Revised Taxonomy with question starters for each level of Bloom's Taxonomy. *It is important to note that just working with Bloom's Taxonomy does not mean the questions will provide the rigor of critical thinking that mastery of the CCSS requires.* Systematic questions that build on one another and draw the students deeper into the text and task are the intended goals of the standards.

Handout #2: Bloom's Digital Taxonomy by Andrew Churches
http://www.edorigami.wikispaces.com

This handout is a listing of digital tools corresponding to various levels of Bloom's Taxonomy. It may be easier for participants to visit the site than to view the handout. There are many different points on the website worth looking at. When viewing the home page, there are a host of links on the left side. This will offer the facilitator several options for discussion. Some are listed below.

1. Ask participants to click on the left side to the "Compare 20th and 21st Century Learner" Chart. Analyze then discuss the chart and discuss what needs learners still have today that can be met by the classroom teacher and how those needs are to be met.

2. Next, ask participants to click on "Facilitating 21st Century Learning" tab. Discuss the information regarding the integration of skills, resources and curriculum. How well does each participant represented feel they are implementing the author's suggestions? What could they improve upon?

3. With regards to the levels of Bloom's Digital Taxonomy, participants can look at the handout or click on each tab located on the left side of the Bloom's Digital Taxonomy website. How can participants incorporate this type of questioning into their curriculum and align it to the CCSS?

Handout #3: A Teaching Focus vs. A Teaching Direction: Climbing Lessons by Burkins & Yaris

http://www.burkinsandyaris.com/a-teaching-focus-vs-a-teaching-direction-climbing-lessons

The following ideas can be considered after reading the handout.

Readers are actively engaged and text becomes a conduit for thinking deeply about the world in which they live. This means finding relationships, or links, between ideas within and beyond the text.

1. How do we achieve deeper understanding in the classroom?
2. How do we actively engage students in reading to find relationships or links between ideas within and beyond the text?
3. How do we develop students' skills to create stronger opinions?

Handouts (cont.)

Handout #4: Webb's Depth of Knowledge Chart

http://dese.mo.gov/divimprove/sia/msip/DOK_Chart.pdf

Webb's model asks teachers to analyze the cognitive expectation demanded by the standards as well as the curricular activities and assessment tasks teachers ask students to perform.

1. Recall & reproduction
2. Working with skills and concepts
3. Short-term strategic thinking
4. Extended strategic thinking

When looking at the chart and specific activities in the classroom for a given lesson or unit, assess where the questions lie on the chart. Are most placed in one particular area? Could some questions be reworded so they stretch into the extended strategic thinking area? More importantly however, do the questions build upon one another to draw students deeper into the text as well as up the chart into extended strategic thinking?

Book Titles

Recommended readings that support this kit are the following:

- Burke, J. (2010). *What's the big idea? Question-driven units to motivate reading, writing and thinking.* Portsmouth, NH: Heinemann.

- Fisher, D. & Frey, N., Lapp, D. (2012). *Teaching students to read like detectives: Comprehending, analyzing and discussing texts.* Bloomington, IN: Solution Tree.

- Raphael, T., Highlfield, K., and Au, K. (2006). *QAR now: A powerful and practical framework that develops comprehension and higher level thinking in all students.* New York, NY: Scholastic.

Suggested uses for the selected books are:

- Begin a book study with a group.

- Start an independent study and become a teacher leader on a topic.

- Some books have study guides or podcasts from the authors available from the publishers— check out their websites!

- Share your knowledge—start a wiki, a newsletter or blog in your district.

Next Steps

Classroom Teacher Next Steps:

How will an educator know they are effectively implementing the shift of text dependent questioning to ensure teaching is reflective of the CCSS? What are some ideas that would assist an educator with the strategies presented in the Text Dependent Questions Shift Kit?

As teachers begin to transition to the practices of text dependent questioning into the classroom, resources, collaborative conversations and unit planning will naturally evolve. Some of the statements below will help guide classroom practitioners' thinking for the beginning stages of text dependent questioning implementation.

The statements below may also serve as a guide for administrators to assist teachers with implementation or with further professional development.

- The student has to read the text to answer the questions 80% - 90% of the time.

- It is clear to the student that answering each question requires that they must use evidence from the text to support their claims.

- Students have the opportunity to practice speaking and listening while they work with questions.

- Appropriate scaffolding is provided so all students can understand what is being asked. (Are the questions worded in such a way that all students can access them?)

- At tricky or key points in the text, check-in questions for students to answer so that teachers can check on students' understanding, are provided.

- Questions are written for students to determine the meaning of vocabulary in context.

- Questions are written so that there is a mix to address syntax, vocabulary, structure, author's purpose and inferences.

- Early questions in the sequence focus on specific phrases and sentences to support basic comprehension of the text to develop student confidence before moving on to more challenging tasks.

- The questions are coherently sequenced and build toward gradual understanding of the text.

- When assigning a culminating task, knowledge and understanding are acquired through the questions.

Administrator Next Steps:

At the beginning stages of implementation, it is highly recommended to provide ample professional development opportunities for teachers to become effectively trained and knowledgeable in the use of each of the shifts prior to evaluating their skill level.

Although the kits are for informational purpose only, the actual instructional shifts and teaching strategies learned will affect the practices seen on a day to day basis in the classroom. Logically, evaluation tools can begin to align with the practices and strategies as well. Since Illinois has adopted the Danielson Framework for Teaching Evaluation Instrument by Charlotte Danielson, Illinois practitioners should notice that certain framework statements begin to make connections to some of the shifts in practice.

When working with the beginning implementation stages of text dependent questions, the statements above can be connected with some of the Danielson Framework statements. These are only given as suggested connections to the shift itself and not as guidelines for evaluative statements for teachers.

As administrators and teachers continue with the implementation of the CCSS, the Illinois State Board of Education is committed to continue supporting efforts through professional development tools and resources that can be found on the Professional Learning Series located at www.isbe.net. For comments or questions, please contact plscomments@gmail.com.

Danielson Connection to this Shift Kit

Domain 1: Planning and Preparation	Domain 2: Classroom Environment
1a Demonstrating Knowledge of Content and Pedagogy	2a Creating an Environment of Respect and Rapport
1b Demonstrating Knowledge of Students	2b Establishing a Culture for Learning
1c Setting Instructional Outcomes	2c Managing Classroom Procedures
1d Demonstrating Knowledge of Resources	2d Managing Student Behavior
1e Designing Coherent Instruction	2e Organizing Physical Space
1f Designing Student Assessments	
Domain 4: Professional Responsibilities	Domain 3: Instruction
4a Reflecting on Teaching	3a Communicating with Students
4b Maintaining Accurate Records	3b Using Questioning and Discussion Techniques
4c Communicating with Families	3c Engaging Students in Learning
4d Participating in a Professional Community	3d Using Assessment in Instruction
4e Growing and Developing Professionally	3e Demonstrating Flexibility and Responsiveness
4f Showing Professionalism	

Targeted Domain (arrow pointing to Domain 1)

Source: The Danielson Group at www.danielsongroup.org